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IMPORTANCE OF THE COMMON BRANCHES.

"Make haste slowly."

It seems, at least to the writer of the following remarks, that in many of our schools, the importance of the common branches is greatly overlooked. There is, in many cases, a haste to reach the higher fields of study. There is not unfrequently a larger number of branches than can properly receive attention. And there is also, on the part of many teachers, an underestimate of the subject of which we now speak.

From these, and perhaps other causes, there has arisen the habit of giving but slight attention to those matters that lie at the foundation, without a good deal of which no education is even tolerably complete. Hence, for example, spelling has fallen into disrepute, or at least into disuse, in the school-room. Time was when this was a cardinal pursuit; it held a high place among the studies that engaged attention. Many a man now aged, or even in middle life, can remember the long file of the spelling class, with its honorable *head* and its far less honorable *foot*; he can recall the offered pre-

mium; offered and perhaps by him *won*; and also the spelling-school, with its sharp competition, and for one side at least, its successful fight. These things have, in most schools, for the greater part gone by, and in the want of other means to fill their place, we think it may be said, that this branch has fallen into neglect.

So also the number of good readers, and of those who can write a fair, legible hand, is lamentably small, in comparison with the whole number of those who attend school even for many years. Similar remarks might be made of other branches. We too often forget the proverb: "A little, well learned, is better than much poorly learned."

We are well aware, that a great difficulty exists here, in the great variety of studies that common usage forces upon the attention. Our early laws contemplated a much smaller variety for common schools; they mention only arithmetic, grammar, geography, history of the United States, together with spelling, reading, and writing. They mention also "good behavior," but probably that was to be inculcated by example and occasional precept, rather than by regular instruction. It would be not altogether unfortunate, if while our laws permitted so much, they had prohibited any more. But most schools, even in the least favored districts, have a much longer "curriculum" than this; boys now-a-days dip into the "Pierian spring," with much larger cups than their fathers did before them. Many branches not mentioned in the Revised Statutes are introduced; and then even, if attention is confined to the strictly fundamental studies, there are such facilities for climbing the hill of knowledge, that the more primary and important parts are soon passed over, and, as the result shows, superficially passed over. Hence the fruits of our school training are often unsatisfactory; where we should see accuracy and care, we too often see only blundering and the want of care. It was the remark of Sir Walter Scott, in the days of his fame, that he would willingly sacrifice one-half of his reputation, if he could place the other half on the basis of a sound education in the elementary branches. Many a business man and professional man

who has achieved some measure of success, has a feeling somewhat like this. We do not decide where the blame lies; probably it should be distributed around among a large company. Most, of course, will be inclined to blame the teacher; but teachers must not be compelled to hold out the hand for all the punishment; there are many considerations that palliate their shortcoming. They change their place of labor often without much power of election; they must take their pupils as they find them; they often have a great number under their care; they must conform to the wishes of their employers, that of the community at large, and of their more immediate employers, school committees.

Hence, often, when they would accomplish much, they can really do but little, in the way of a favorable change; and even the best teachers have to send out oftentimes superficial, uncertain, and unfinished pupils.

The misfortune of misfortunes is, as it seems to us, that that great and very respectable body, community, demands that the evil, or at least the *causes* of the evil, shall still exist. It requires impossibilities; it asks for thoroughness; but it also demands haste. The spirit of inquiry is,—why should the pupil stay longer in addition, when proportion invites him on? Why should my boy wear out the freshness of youth in the spelling books, when philosophy, with much longer words, and some latin phrases, and more attractive pictures, call him up higher? In a word, there is a general disposition, on the part of parents, to press their children forward. As the number of subjects of study is greatly increased, it seems desirable, (say they,) that a larger number should be attended to. Hence our pupils must perform the part of the bee; and sip a little here and a little there, and “drink deep” nowhere.

Hence as the blame is so widely distributed, the reform will probably be slow, and perhaps never fully come. Perfection is not often found in this world. Still the case is not hopeless: we, who wield the machinery of instruction, can do much; we can in many cases exert upon parents and

community a decided influence; we can, in our own immediate sphere, create many desirable changes.

What, then, shall be done? In the first place,—notwithstanding what has been said of community,—we believe that this matter rests with teachers more than with any other class; they can, if any class can, effect a change. It has been said, that “mothers and teachers sow the seeds of more than half the evil in this world.” This is not a very friendly criticism, we admit; but doubtless they sow the seeds of more than half the good also. Certainly so far as good scholarship is concerned, far more than half is to be expected of teachers. If they undertake this, if all the teachers of Massachusetts undertake this, much will be done.

Again: teachers must have right views. If what has been said is true, teachers must be aware of it; and by thoughtfulness and consultation upon the subject, they must render those impressions deep, and feel the necessity of a change. They must also embody those views in their practice. You and I, fellow teachers, must go to our several places of labor, and determine to make at least a little change in our modes of treatment.

It has already been suggested, the strength of long custom and the views of others with whom we may have to do, may render any great change impossible or not worth the while; but we can bear this thing in mind, and endeavor to render our instruction a little more thorough; we can let this elementary pursuit and that engage a little more attention. If many do so, the result will be important, and at least the beginning of a great change effected.

Is it arithmetic? Even if the pupil has wisely or unwisely passed beyond the elementary portions, we can sometimes recall his attention to what be the first principles; we can see if they are at home in addition, and test their qualifications with a tall and populous column, and see if they can keep step with the man of usiness, and be both accurate and quick; and so of reduction and the compound rules and fractions.

Is it reading? We can at least *one* day, instead of the usual exercises, assign the first five verses of the first chapter

of John: "In the beginning," etc.; or a verse of poetry, as "The breaking waves dashed high," etc.; and then ask each one to read it; and then read it again and again, as many times as there are reputed wonders in the world; if need be until it is read slowly, distinctly, and so that every one within hearing can not fail of appreciating the sense. That would at least lay one stone on the foundation of good reading, and would be far better than a whole page or many pages read poorly. Is it spelling? We shall very likely need a little more *drill* than we are accustomed to employ. Ignorance upon this subject is of a kind that "goeth not out," but by the most persistent efforts. Our language is, without doubt, a noble one; but it will never be adopted as the language of the millennium from its extreme regularity: its spelling is full of pitfalls and bye-ways, where unwary feet will certainly go astray and fall unless the utmost care is taken. For instance, whether a *piece* or fragment is framed into speech, with an *ie*, or an *ei*, will hardly be determined, except by those who have a thousand times been made to spell it right. And so of a multitude of other instances. Writing should, without doubt, accompany oral spelling, but not take its place. But whatever mode is employed, it must be with repetition and repetition till the impressions are worn ineffaceably deep. And so of many other subjects; and yet the number of elementary branches, properly so called, is not large. He then who can spell well, and read well, and write well, and is well versed in elementary arithmetic, and knows the topical geography of the globe reasonably well, if not admirably fitted is at least well fitted, for most of the callings of life, so far as the schools fit men. And many a man who can talk very learnedly about syntax and proportion, and has been through the text-books of many of the higher branches,—while he knows more, does also in a very important sense know less.

The spirit of these remarks will apply not only to the common branches, and the routine of the common school, so called, but to elementary instruction in the higher studies also. If we would be successful teachers in the highest sense we must heed the suggestion placed by Dr. Nettleton, of

East Windsor, on the head of his staff, and which we have also adopted as the motto of this article: "Make haste slowly." The Romans sometimes said: "Beware of the man of one book;" by which they intended, that a man of one book was supposed to know that book well, and in any controversy in which he would be likely to engage, he would be a strong man for an antagonist. So we shall find, that if our pupils are versed in a few branches well, they are far better qualified for the duties of life, than if they knew more, and did not know it so completely. Let us then, fellow teachers, bear about with us this thought: that what we do, we will seek to do well; and so far as in us lies, will give no man the honor or the trouble of teaching our pupils again, what we have once taught.—*Mass. Teacher.*

CORRESPONDENCE.

M——, Nov. 5, 1864.

PROF. CAMP—My dear Sir: I thank you very much for your invitation to attend the late meeting of the American Institute held at Portland. It gave me, a merely thoughtful observer, many valuable lessons. Especially as a teacher it did much to quicken and elevate my best purposes in the noble profession to which I am now consecrated. Among these lessons I would note the following, as personally the most impressive:

1. *It shows the power of the free North.* Here, in the fourth year of a severe civil war, we find many hundred men and women assembled for purely mental objects. In dress, food, comfort and leisure we saw no change from the past. Perhaps a few more would have come to the meeting, and a few more hours have been added to its session, if the prices of living and travel had been less; but the difference was hardly noticeable. No, the war has not touched the heart of the nation, save to quicken and energize. The arts

and sciences are not only practised and cultivated, but extended with expensive vigor in every direction. This is a matter of congratulation and thanksgiving. In the West and South of the Federal portion a few schools and minor colleges are suspended or depleted by the war; but throughout the Northern and Eastern portion of the loyal states we know of hardly one such instance. Indeed, the war furnishes in its spirit and aims the strongest motives to educational industry and faithfulness. There is far more to work for; a better future because a nobler present. Our youth have the best prizes opened to thoroughness and principle in every department of life, and so the teacher's power and skill will best show themselves to the next generation.

2. *A second lesson was the power of numbers.* We went to the "Institute" alive, as we thought, to the cause of American Education. For some years we had studied and taught and talked on the great staple facts of the profession: school, scholarship, scholastic rules, systems, buildings and necessities, scholarly aims and aspirations. We had indeed much to learn, but we thought we had but little need or capacity for more incitement. But we left the convention with far different feelings. We were sensibly bettered; the feelings quickened, the moral purposes strengthened, the aims and needs of the calling widened to the view, and the whole mind knit and "concentered in one brow" of thought over the greatness, the infinite obligations and glories of the work. All this change was caused by *numbers*. It was the power of many over one, of discussion over isolated thought, of the convention over the study and the school room. The sight, the hearing, the warm hand-pressure and greetings of so many respectable and earnest men and women were an inspiration to any susceptible nature. We were also surprised at meeting such earnest and high toned men. We knew they existed. We had heard of Philbrick, Hedges, Harkness, Weston, Sheldon, Mason, &c., and some of them we had seen, but their looks, spirit and words were now revealed by a social electricity, and to some of us for the first time. The effect was very great. We now see and know that the

teacher is more and more a professor and presents himself to the world as such. The minister, lawyer and physician have been long before the public as "professional men." This country has added the editor as representing a "fourth estate in letters." And now the educator comes in as occupying a fifth field of mental work. "Last but not least;" for as surely as mind surpasses matter, so surely do Medicine and Law, both merely material calling as established to subserve chiefly the interests of flesh and property, fall behind a work which takes in the development of the whole being called man. We go further. Education, by including moral culture, rises to the clerical profession in dignity and spiritual significance, while in breadth of operation it surpasses all other employments.

3. *Another lesson was the printed power of the Institute.* We refer to the great addresses delivered yearly before its members, and annually published for their use. Some of their essays we have heard read for the first time, and can only say that few college commencements, orations, Phi Beta Kappa, centennial or alumni, will excel them. We need only refer to the last year's volume for confirmation of our statement, and especially to Mr. Gregory's profound and logical treatment of the "Problems of Education," and James Freeman Clark's elegant and philanthropic defence of Nature as an instructor.

We would call the attention of earnest teachers to these volumes. Every subject of interest to a teacher is here discussed, and often with signal ability. Every library of every town, every instructor should have them, as implements of the profession. They ought to be republished either in full or with a judicious selection of the contents.

In conclusion let me again thank you for at last prevailing on me to attend these annual meetings. I know of no other convention, save the great annual Religious Festival of the A. B. C. F. M., lately held at Worcester, which is so inspiring and profitable. I need not add as motives the inferior but usual inducements of pleasant company, generous

courtesy and enspiriting scenery which all experience in attending these gatherings, and which were so powerful at the late convention.

I remain, very truly,

YOUR FRIEND AND FELLOW TEACHER,
H. M. C.

DULL CHILDREN.

ONE would be disposed to conclude that the number of dull children of each sex was very large, were we to form our judgment on the positive assertions of many teachers. You enter into a school, and see a class under instruction, and you observe some children at the bottom over whom the questions pass rapidly without receiving any answer. The teacher tells you that it is no use expecting any answer from them, "they are so dull,"—probably he will say "stupid." Yet, strong as this evidence appears to be, I am inclined to think that the proportion of really dull children is much less than we should be led to suppose. I invariably find the number of dunces in a class to be in the inverse ratio of the teacher's qualifications. If he is endued with knowledge, good temper, and patience—indispensable requirements—although you find in his class children of various capacities, it is a question if you find a dunce among them. Now this fact leads to the inference, that the notion as to the prevalence of dullness in children is to be ascribed to the incompetence or negligence of those who undertake to train them, rather than to the incapacity of the pupils.

That there is such a thing as positive and extreme dullness is not to be denied. It consists in very great difficulty in taking in an idea, slowness of attention and memory, and usually slowness of action also. This cloudy state of intellect may clear away as age advances; while it lasts, however, it must be taken as it is and made the best of. Unpromising as it may be, there are faculties there which are capable of improvement. Only let children be treated according to their

mental stature. Proportion the burden to the shoulders, and do not expect from the weak the same amount or kind of labor which you expect from the robust. Yet there are some teachers who treat incapacity as a fault, to be rebuked and punished. This is at once unreasonable and cruel. In some there is also an unhappy tendency to make a butt of a dull child, at which to aim the shafts of their wit and sarcasm. Such conduct is unworthy of a man. It is cowardly; it cannot be replied to by the unfortunate object of it, nor by his classmates, the more noble-spirited of whom may yet burn with secret indignation. And it is disgraceful, just as much as it would be to ridicule the loss of a child's eye, or the distortion of a child's limb.

There are no children, however dull, unless actually idiots, whose faculties are not capable of development. Only let not the instruction be of an unsuitable kind or quality, or administered in a repulsive manner. Among the minds reputed dull, are not unfrequently found those whose powers are naturally strong, but remain latent for a time unless elicited by some genial influence. Indeed, it has been remarked that many men eminent for the depth and massiveness of their mental powers, have in childhood been considered dull. The finest timber is, in its earliest stages, the slowest of growth. The poplar and willow shoot forth rapidly, and were we not previously acquainted with their nature, we might anticipate that these would result in stately and majestic trees. The oak, on the contrary, is of slow development, and long in attaining to maturity. And a similar diversity may often be seen in the unfolding of the mental faculties. Nature in these, as in other cases, must be allowed to take its course. Yet, although we cannot control, we may aid its operation.

There is little doubt that in those minds where the faculties lie for a time dormant, the slumber remains unbroken only because the secret of dispersing it is unknown or not employed. Once touch the right chord, and the awakening mind responds. The child becomes conscious of a new being opening up within him, and delights in the exercise of his newly-discovered powers. I am no advocate of the hot-bed

mental system, which endeavors to force the youthful faculties to a premature development. This is in every view to be deprecated. It is injurious to both mind and body. Yet, on the other hand, I would not expose a child to influences adverse to the healthy development of its faculties; I would place the seed, or tender plant in a soil congenial to it. I would not set the acorn or the sapling oak in a situation where the nutriment would be too scant, or its surroundings hurtful, but so that the sun and air, soil and moisture would all be in its favor.

Let it be remembered that ideas are food to the mind. In proportion as it receives and digests them, it gains strength and expands, and puts forth its powers. Knowledge, whatever its subject, consists of a succession of ideas. The success of a teacher, then, depends on his presenting what he has to impart in such a form that it can be clearly comprehended, and in such a quantity, that it shall not weary or overload the mind. Quintillian remarks "that the youthful mind is like a narrow-necked bottle; to fill it you must pour in the liquid, not with a stream, but drop by drop." Nor is this all. It must be the aim of the teacher to adapt the idea he wishes to convey, to the degree of knowledge and capacity in the pupil. He must for the time descend, as far as in him lies, to his level, and as it were, accompany him on his upward path. Rousseau, in his "*Emile*"—a book which with much that is wild, and much that is objectionable, contains some things of sterling value,—lays down this as a fundamental maxim of education. He does, indeed, propose to push it to a somewhat ridiculous extreme. Yet, although it would be absurd for the tutor to attempt to play the boy, it is absolutely necessary that he should adapt his explanations to the pupil's ideas if he would impart instruction with success. This I believe to be the secret of all good teaching.

It is my opinion that many a child presents the appearance of dullness, merely because the avenue of his mind has not been found; and not found because not sought. It is unreasonable to expect that one uniform mode of instruction shall

be equally intelligible to all. One mind will catch the idea at once, because it links itself to what it already possesses; to another the idea is lost, because there is no such connecting link. Such cases are ordinarily set down as proof of dullness. But the intelligent preceptor will endeavor to discover where the difficulty lies, and to remove it. And this he will not do by scolding, or by calling the child "stupid"—for if once this impression is made on the mind, it relaxes all its energies—but by varying the explanation, presenting the idea in different words under various aspects, and with new illustrations. A boy even of the most reflective mind may at times be found to encounter greater difficulties than others of inferior powers. Some idea, springing out of the subject under attention, passes across his mind, obscures the explanation, and he is left in confusion. If, while he is in this state the subject is proceeded with, all becomes a riddle to him, and his attempts to answer the questions put to him will seem to betray stupidity. Yet the truth is, that his mind was more on the alert than were those of the others, and it stumbled through its own activity. The teacher's part in such a case is obvious. He will ascertain where the stumbling-block lies, and take it out of the way.

One remark more, and that is to enter my protest against the memoritor system, which, to the disgrace of the middle of the nineteenth century, is still to be met with in schools. It invariably marks an incompetent teacher. It reduces all the pupils to the single test of memory, and leaves the superior powers uncultivated, and so brings under the stigma of dullness all who are not endowed with more memory than understanding. It is true that the memory should be kept in exercise, but let the understanding go along with it, and then the exercise becomes both pleasant and profitable.—*British Messenger.*

"HIGH PRESSURE SYSTEM."

[The following judicious and excellent remarks, from the late semi-annual report of Mr. Philbrick, Superintendent of the Boston schools, are worthy of careful consideration. We commend them to some in

our own state,—though the views were expressed more particularly in relation to the Grammar Schools of Boston. In addition to the evil results of the high pressure system, named by Mr. Philbrick, we might name its tendency to dishearten or crush those pupils who learn slowly,—what are termed the dull scholars.—Ed.]

"But while these schools are justly entitled to high commendation for their general excellence, it must be admitted that they are not in all respects what they might be; that there are faults and imperfections, in some of them at least, which demand attention. I shall now indicate one particular wherein there seems to be need of improvement. I refer to what is called the "high-pressure system," which appears to me to be the most prominent evil. I am fully convinced that in some of these schools, the pupils are overworked,—that they are overworked to such an extent as to constitute an evil of great magnitude. This evil exists in both the upper and lower classes, but it is more fully developed, and more injurious in its effects in the highest divisions, where the pupils are competing for medals. It is found in the schools for boys as well as in the schools for girls, although it is more general and more harmful in the latter. The baneful effects of this mistaken system are not limited to a few individual pupils, who come to school in delicate health, and without the ordinary power of endurance. They are destructive to the health of scores and hundreds who commence their school life with sound and vigorous bodies. This hurtful system operates in three ways to the injury of pupils,—physically, by preventing bodily exercise and recreation; mentally, by exacting too constant and too severe intellectual application; and morally, by unnecessarily tempting children to deceive in order to escape the consequences of failures in lessons. Dr. Warren says, "A close and constant occupation of mind, too long continued, lessens the action of the heart; and a languid circulation, thus being induced, prevents the full growth of the body." If the opinion of this eminent authority needed confirmation, our girls' schools could furnish it in abundance. Is it the design of Providence that all the brightest girls should have the most feeble and puny physical powers? But

this absurd theory could be established as a scientific fact, by an examination of our schools, if it is only admitted that the children have not been stunted by the processes of education. Did my limits permit, I could produce evidence enough to satisfy any candid mind that overtasking is a very great evil in our schools,—that it is an evil which an intelligent community ought not to permit:

"But how does it happen," I am often asked, "that parents do not complain of this evil more frequently and more loudly, if it is what you represent it to be?" To my mind the answer is obvious and sufficient. In the first place there are complaints. Not a few come to my ears from sources which deserve the highest credit and confidence. But the reasons why they are not more are various. Many parents are not aware of the evils which their children suffer. Many are unwise enough to suppose that children can not be kept too close to their books, that the harder they can be made to study the more capable and successful they will be in after life. A great many keep silent because they are ambitious that their children should receive the distinction of a diploma or a medal, and they fear that any interference with their lessons will defeat this darling object. A great many more are constrained to abstain from complaints by the entreaties of their children, who fear that any complaints about their task will cause them to be degraded in rank, which, in their estimation, is a mortification terrible to think of. These are some of the reasons for the apparent acquiescence of parents in this unwise system.

I shall not undertake to say who are to blame for the existence of this evil. Probably the blame should be shared by several parties. There are certainly some members of the Committee, and some teachers, who see and lament it, and would remedy it if they could. I think there are teachers who put on the "high pressure," not because they think it for the good of their pupils, but because they feel compelled to do so for fear of being considered inefficient, if their pupils do not come up as high, on examination, as the pupils of certain other schools.

I have already intimated that this evil is more general and more injurious in the girls' schools than in the schools for boys. There are two causes which produce this difference in favor of the boys and against the girls. One is found in the difference between the sexes in respect to constitution and habits of life. Emulation is more easily excited among girls than among boys, while at the same time the former are less capable of endurance in consequence of being deprived of much of the out-door recreation which most boys contrive to get in spite of tasks. The other is found in the severe competition between a part of the girls' schools with reference to the examination for admission to the Girls' High and Normal School.

By far too much importance has been attached to the fact that certain schools have attained a very high percentage on this examination. Great injustice may be done to schools by giving too great prominence to a single element of comparison. Now the mere fact of getting a high percentage on the examination for admission to the High Schools, is a very narrow and insufficient basis on which to found the rank and reputation of a school. I should wish to have some evidence besides this before I should admit the superiority of a school. I should wish to know *how many* pupils are sent, considering the whole number and the material of the school. I should wish to know the *ages* of the pupils sent. But, above all, I should wish to know something about the success of the pupils, from the respective schools, *during their High School course*. If this matter were fully understood, measures would be adopted which would lead to a wholesome and useful emulation, an emulation between the schools in respect to the production of the best educational results, on the whole, rather than in respect to a single test, and that an equivocal one, to which other important considerations are sacrificed.

In my judgment, the physical development, the size, and the health of the pupils sent to the Girls' High and Normal School, should be taken into the account, along with the percentage of correct answers, on the examination, in esti-

mating the merit of the schools from which they come. The problem is to produce good intellectual results without inflicting physical injury. This requires skill in the teacher. It requires no genius to assign long lessons and require pupils to commit them to memory. But it does require skill to economize in respect to time and strength, and avoid wearisome and useless toil.

KEEP GOOD NATURED, MY FRIEND.

"THAT life was happy ; every day he gave
Thanks for the fair existence that was his."—*Bryant.*

THERE is much to make teachers ill natured. Our business is trying beyond most kinds of employment. A great deal is said of the nobleness of the work, and we believe it all ; we magnify the office ; still most teachers often find times when meaner adjectives would describe their impressions quite as well. To the most thorough and poetical men of our profession, there are frequent seasons when this business is like "the variable stars ;" they shine with a changing light, and at certain periods they do not shine at all.

We are appointed not only to instruct but to govern, and too often we must instruct those whom the just severity of our government has rendered quite unwilling to receive our instruction.

Hence we must not only pour knowledge into the minds of the willing, but *force* it into the minds of those that resist. It is the happy experience of very few teachers, to *let* their pupils learn ; they must too often *make* them learn. It is the testimony of perfect wisdom, that "folly is bound up in the heart of a child ;" to expel this folly, and set up wisdom in its place, is our part. But oh ! how difficult often times is this work. There is first an inert and involuntary resistance, that comes from an unaroused nature and understanding, and then again, there is in too many cases an *active*

resistance. That greatly increases the difficulty of the "siege." In our years of teaching, we can recall many instances, where our active efforts to secure a task, have awakened a corresponding determination to defeat those efforts. Every thorough teacher can recall such instances. They spring of course from an entirely unsanctified and ignoble nature; but they are a part of most teachers' experience. They try the patience and provoke ill-nature.

And then there is another matter in this connection;—it probable crept in at the "Fall," or soon after, when so many mischiefs and errors sprung loose in our planet. It is the impression in the minds of many pupils, that teachers are "game," the world over. It exists in the college, and many a tutor and professor has been made aware of it; it exists in the academy, and many an academical sexton in the morning has found, if not "tongues in trees," at least no tongue in his *bell*, in consequence of it; it exists in private schools and in public schools to some extent. It exists at the present time in one form of it, much to the discredit of a favored University of New England, in the shape of "hazing," and asserts its right to be with revolvers and dirks.

It sets at defiance both the faculty and the police, and will probably exist there, till an aroused public sentiment shall wipe it out, as it sometimes does other crimes against society. But long after such criminal acts as we have spoken of shall cease to exist, the feeling itself will probably linger, and render the happiness of teachers *sometimes* a little less than perfect.

And then there is still another matter that introduces a disturbance at times, where it would seem it should not exist; we refer to what may be called the *thief and pirate's honor*, in the body politic of the school and college;—one pupil will not "tell" of another, however wrong the other may be. A *man* will see his fellow man commit a theft, or a murder, and at once report him to the ear of the judges; a boy, on the other hand, will see his fellow do a grievous wrong against school government, and if you ask him for the facts, he will at once put himself upon his "honor," and

refuse to tell. How many a brave young man, has thus defied the "faculty," and heroically met the "bull of excommunication," rather than implicate a fellow student. This is the "honor," not of brave men but of thieves. Thus it often happens, when government is to be maintained, and the teacher should know all the facts, he of all others is likely to know the least. And it is a remarkable circumstance connected with it, that grown up men, who might be supposed to have put away childish things, will still justify it, as if it were no wrong. But we do not now speak of the moral character of these things, either as right or the opposite, (though that is clear,) but only say that they sometimes augment the difficulties of the teachers office.

These special and occasional trials are added, of course to the constant care and drill of the school room. It is then no figure of speech to say, that the school-teacher, of whatever grade, needs a good temper, and a patience that suffereth long. It is also equally without figure to say, that many teachers become unfit for their employment; they lose their temper and finally their good nature. Hence the teachers of twenty years ago, stand to-day like a regiment of soldiers after a long and wasting battle. They are found only here and there, with wide gaps between. And aged teachers, on whom advancing years have sifted the "snows that never melt," are as rare as tropical plants in temperate climes.

The reasons of this constant falling from the ranks, to be sure, are many. In the case of female teachers, who form a large part of the profession, the solution is easy, (Gen. 24, 58;)—in the case of others, some are called up higher, if higher they can go; some listen to the considerations of profit and loss, and exchange the business for something else; in the case of still others, people may have found out that they can exist without such valuable aid, and concluded not to "run" the candidatesary longer; but in many cases, we believe, they will be found to have worn out; perhaps there is no star yet attached to their names in the catalogue of the living, but their patience has been exhausted, the wrinkles would run the wrong way, and the juice of a kindly nature finally dried out.

This might be expressed in more usual terms, by saying that such teachers failed to maintain the freshness of youth, and so lost sympathy with the pursuits and pleasures of youth, and consequently lost hold upon their affections and interest. A constant sun dries every soil and hardens some; so the constant drill, and the needful care, and daily pressure of this business, render morbid some tempers, and have in some cases made what may be called abnormal specimens of men and women. Hence have arisen the Ichabod Cranes, Dominic Sampsons, and the Nicholas Nicklebies, of our literature, libels and exaggerations all, but like some stories, founded on fact, at least specimens have been found that by much caricature could be made to bear such a likeness.

And then it may also be remarked, that by that strange perversity we have already spoken of, literary men have sometimes retaliated in this way, for the wholesome faithfulness and severity that laid the foundation of their greatness.

We ask teachers, therefore, to guard against any such wearing and depreciating influences that may exist in their business. This may be done in many ways; we mention only three;—first, by mingling much with other men, in conversation and travel; second, by blending some other study or business with the business of teaching; and third, by maintaining a constant habit of cheerfulness and thorough good nature.

We speak now only of the last, that is, good nature. The Constitution of our State makes it the duty of legislatures and magistrates to countenance and inculcate “sincerity, *good humor*, and all social affections and generous sentiments among the people;” a very wise provision, certainly, though we are not aware that there has been any direct legislation upon the subject. It is equally the duty of teachers to inculcate the same things, and if to inculcate, then also to practice. But a much higher authority than human constitutions and laws makes it our duty to maintain a cheerful temper and deportment in all our business, both for our own sakes and for others with whom we have to do.

But it is quite obvious, that upon no class is such a habit

more obligatory than upon teachers. They have to do with those whom a smile will often win, whom a cross word or look will repel ; they have to do with many and not with a few ; and it cannot be inappropriate to remark, that the interests at stake are more momentous than in most kinds of secular employment ; no ships on the sea sail with so valuable cargoes as we transport.

The habit we inculcate makes the school-room cheerful. The sun is not more the light of the firmament, than a cheerful and abiding smile on the teacher's face is the light of the school-room. It is a remark of Guizot, a French writer, that "it cannot be too often repeated, that it is the master that makes the school." So it cannot be too often repeated, that light in the master's face, usually made light in the hearts of all under his care. A cheerful spirit, then conduces to a wider usefulness ; it also conduces to better health and longer life. Its importance, then, relates to ourselves and to others, and cannot easily be over-estimated.

We say, then, to all our companions in the business of instruction ; take cheerful views of your work ; while you teach, teach with the understanding and the heart also. Pray for a good temper ; seek for a mind beyond the danger of being ruffled by sudden provocations, so far as may be ; learn to love your pupils ; imagine that this one, with all his evil traits, may yet be a noble man ; that this one may come, partly through your efforts, to great honor ; that that one may be a favored child of fortune ; and that all may possibly become more than kings and priests in the kingdom above. With such feelings you will not often scowl upon or despise even the meanest. "See that ye despise not one of these little ones."

If you are a confirmed invalid, or carry some sorrow at the heart, that no earthly medicine will relieve, we are sorry for you ; we can only direct you where by far the largest part of our comfort comes to a simple religious faith ; an eye directed there will often see a wonderfully cheerful light in the darkest hour. If your business seems hard and trying to you, as possibly it may, still remember how really noble it is

in its results. Should your pupils be thankless, they may thank you all the more by and by ; and if they should not, the Greatest of Benefactors once gave, even his life, for the most unworthy. Remember, also, that the sunshine and rain, heaven's best gifts to the earth, come down upon barren soils and shapeless rocks, and the untrodden wilderness, as well as on fruitful plains.

Exhibit the bearing of a man, in rough times as well as smooth ; that carries in itself its reward. It is worth more than emoluments or pay to be able to remember, that we have been patient, and forbearing, and heroic, and honest, when there was a great temptation to be otherwise, and none witnessed the struggle. Such achievements have more than ordinary reward ; better than empires even. They greatly mistake who suppose that the principal battles of life are on fields of blood ; by no means ; they are in our own experience, when we conquer circumstances, when we conquer ourselves, and by grace, render even a single virtue a habit.

Then, fellow teacher, amidst all the provocations and trials of this difficult business, let a steady and good nature give its influence to our books, and words, and acts ; let frowns and cross expressions hold the hour as unfrequently as may be ; but smiles, and good natured expressions of approbation and praise, be spontaneous as the breath, so far as may be possible. Effort will do much in working a change, if a change is necessary ; effort and prayer will do wonders.

We earnestly desire for every fellow-worker, a cheerful and hopeful task at the teacher's desk ; we desire also for every one a cheerful life, nay more, a cheerful and happy close to life. One of the most admirable of poets, already quoted, thus speaks of the sunset of a good man's life ; may the same be ours :

“ Cheerful he gave his being up and went
To share the holy rest that waits a life well spent.”

Mass. Teacher.

W STATE TEACHERS' ASSOCIATION.

THE eighteenth annual meeting of this association was held in New London, on the 17th and 18th of Nov. The usual time for holding the meeting is the last week in Oct., but owing to the excitement incident to the approaching election, it was thought best to postpone the meeting. It was held as above, but owing to unavoidable circumstances, the notice extended by the issuing of circulars, as has been customary, was omitted,—and the meeting was not as well advertised as usual. But notwithstanding these adverse circumstances a goodly number of earnest teachers came together at New London.

On Thursday evening, Nov. 17th, the Association was called to order by President Morse, and the divine blessing invoked by the Rev. Mr Thayer, of Hamden. The Hon. Henry P. Haven, chairman of the New London Board of Education,—in behalf of the Board and of the teachers of the city, extended to the Association a cordial welcome to the city and the hospitality of the citizens. His remarks were cordial, earnest and appropriate,—just such as we might expect from a true and devoted friend of education and teachers. President Morse made a fitting response, and after the transaction of some business items, introduced Hon. John D. Philbrick of Boston, as the lecturer of the evening. Mr. Philbrick proceeded to give one of the most sensible and able lectures to which it has ever been our pleasure to listen. Both in matter and manner Mr. Philbrick gave the highest satisfaction, and at the close of the lecture, on motion of the Hon. Mr. Camp, a unanimous request was made that the Association might be favored with a copy of the address for publication.

On Friday, Nov. 18th, the Association met at 9 o'clock, and prayer was offered by Rev. Dr. Grant of New London, after which the subject for discussion announced was "What can be done to increase the efficiency of our common schools." The discussion was quite spirited and was participated in by Messrs. Philbrick of Boston, Jennings, Learned and Grant of New London, Camp, Bartlett and Northend of New Britain, Dart of Waterford, Thayer of Hamden, Knight of Lakeville and Lewis of Waterbury. The main drift of the discussion was in favor of the employment of good teachers, and the increase of parental interest and coöperation in order to render our schools more efficient.

To have good teachers the people must be aroused to the importance of employing only well qualified teachers and made willing to afford a generous compensation, and to render prompt, cheerful coöp-

eration in every proper way. Without good teachers it will be in vain to look for good schools. Efforts should then be made to awaken popular feeling. When the people are prepared to appreciate and reward good teachers the good teachers will be found. The demand will bring the supply. Especially ought efforts to be made to elevate the standard of education in our rural districts.

Dr. Knight of Lakeville, A. G. Dart of Waterford and E. B. Jennings of New London, were appointed a committee to petition the next legislature for an act for the further improvement of schools.

Messrs. J. W. Allen of Norwich, E. F. Strong of Bridgeport, and F. F. Barrows of Hartford were instructed to petition the next legislature for the passage of some act to prevent truancy.

The subject of the Common School Journal was discussed and three propositions were considered by the committee in view of the greatly increased expenses of publication, viz:—

1. To suspend its publication. This step met with no favor either with the committee or association. The feeling was very decided and strong for continuing its publication.
2. To continue the Journal but reduce its size and omit two months in the year.
3. To publish bi-monthly, instead of monthly as heretofore.

The whole subject was referred to a special committee with power to make such arrangements for the continued publication as they may deem best. The probability is that the Journal will be continued monthly, but be reduced in size. Due notice of the action of the committee will be given by circular or otherwise.

Miss C. H. Hannum gave an interesting exhibition of Lewis' new gymnastics, for which a vote of thanks was passed.

Gen. Williams of Norwich manifested his interest in the objects of the meeting in a few remarks, and presented to the teachers some specimens of penmanship from the pupils of the Free Academy.

At 3.30 P. M., Prof. Camp of New Britain, gave a well digested and able lecture on School Classification and a prescribed course of studies. The lecture was received with much favor. It was earnest, sensible, timely.

In the evening a lecture was given by the Hon. Francis Gillete of Hartford.

This lecture was received with much favor and a desire having been expressed that it might be printed, a gentleman* present,—an ardent

*Hon. Henry P. Haven, of New London.

friend of education, generously offered to pay for printing a sufficient number to supply every teacher in the state. The proposition was received with much satisfaction, and Messrs. Bartlett and Northend of New Britain, and L. L. Camp of New Haven, were appointed a committee to carry the proposition into effect.

After the lecture, brief addresses were made by Messrs. Havens, Grant, Jennings and others of New London, Camp and Northend of New Britain, and Knight of Lakeville. The audience united in singing Old Hundred and adjourned, we believe, with the feeling that they had had a pleasant, profitable and harmonious meeting.

The following officers were chosen for the ensuing year:

President—J. N. Bartlett, of New Britain.

Vice Presidents—E. B. Jennings, New London; H. W. Avery, South Windham; A. N. Lewis, Waterbury; Dr. H. M. Knight, Lakeville; J. M. Turner, Rockville; N. C. Pond, Danbury; C. H. Wright, Birmingham.

Recording Secretary—L. L. Camp, New Haven.

Corresponding Secretary—Jabez Lathrop, New London.

Treasurer—J. Kellogg, West Meriden.

PENNSYLVANIA.

It was our privilege and pleasure recently to meet a Teachers' Institute at West Chester, Penn. It was held under the direction of W. W. Woodruff, Esq., the able and efficient superintendent of schools in Chester county. In several respects it was superior to any Institute we have ever attended. On the first afternoon, at the opening of the exercises, about two hundred enrolled their names as members, and this number was subsequently increased to upwards of three hundred. A large proportion were females and they manifested an unusual interest in the exercises which had brought them together. The interest and attendance were undoubtedly increased by the announcement, previously made, that *one thousand words* would be given for spelling,—the words to be written,—and that prizes would be awarded to about fifteen or twenty of the best spellers. This exercise consumed much of the time of the Institute, but all engaged in it with so much interest that we believe the good effects will be felt throughout the county for years to come; and if the Institute should accomplish nothing beyond, the compensation in this branch would

be ample. If we do not misjudge, Supt. Woodruff will witness a marked improvement in spelling in all the schools of the county during the coming year. Exercises or lectures were given at the Institute by Prof. Clark of Homer, N. Y., Prof. Brooks of one of the Penn. Normal Schools, Rev. T. K. Beecher of Elmira, N. Y., M. T. Brown of Cincinnati, formerly of this state, Mr. Shaw of Philadelphia, R. Waldo Emerson of Mass., Northend of Connecticut, and two or three others whose names escape our memory at this time. Mr. Woodruff conducted the Institute with much skill, "running it" on the high pressure system, which will answer very well for a week.

Among many friends of education, whom we had the pleasure of meeting, was the Hon. Mr. Coburn, State Superintendent. We had often corresponded with the gentleman and were most happy to meet him "face to face." He is a discreet, earnest and efficient worker, and we are confident he finds "work enough to do." We wish him and his fellow laborers abundant success.

☞ A few local and personal items, and two or three communications are necessarily deferred till our next.

SPECIAL. If it shall be decided to continue the Journal, the next number will be issued about Jan. 10th, and if any of the present subscribers decide not to take it after this year they will confer a special favor by making it known previous to the 24th inst.

If each of our subscribers, or each Acting School Visitor, will send the name of one new subscriber the continued publication of the Journal will be made sure. Shall it be sustained?

BOOK NOTICES.

COMPOSITION WRITING: A practical guide containing model lessons and hints to Teachers and Pupils. By W. W. Davis. Chicago: Geo. & C. W. Sherwood.

This little book will prove very suggestive and helpful to teachers and pupils. It is simple and practical, and just what many will be glad to see. Send 35 cts. to G. & C. Sherwood, Chicago, Ill., and in return you will receive a copy of the book and we believe you will feel that you have made a good investment.

A GUIDE TO COMPOSITION: A series of practical lessons designed to simplify the art of writing composition. For beginners. By T. S. Pinneo. This, too, is a good book and about three times as large as the preceding. Send 60 cents to Sargent, Wilson & Hinkle, Cincinnati, Ohio, and in return receive a copy of "Pinneo's Guide to Composition," with which you will be well satisfied.

SMART'S MANUAL OF FREE GYMNASTICS AND DUMB BELL EXERCISES. This little book is just what many teachers wish to own. It is well illustrated and the instructions and directions are plain. Send 30 cents to Sargent, Wilson & Hinkle of Cincinnati, and they will send you the work, postage paid.

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CHAS. NORTHEED, New Britain, Resident Editor.



Vol. XIX., FEBRUARY, 1864.

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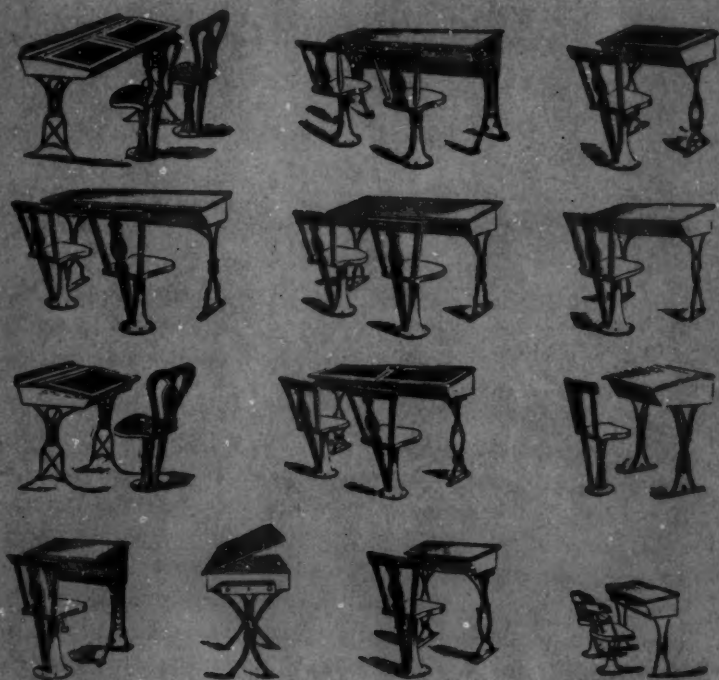
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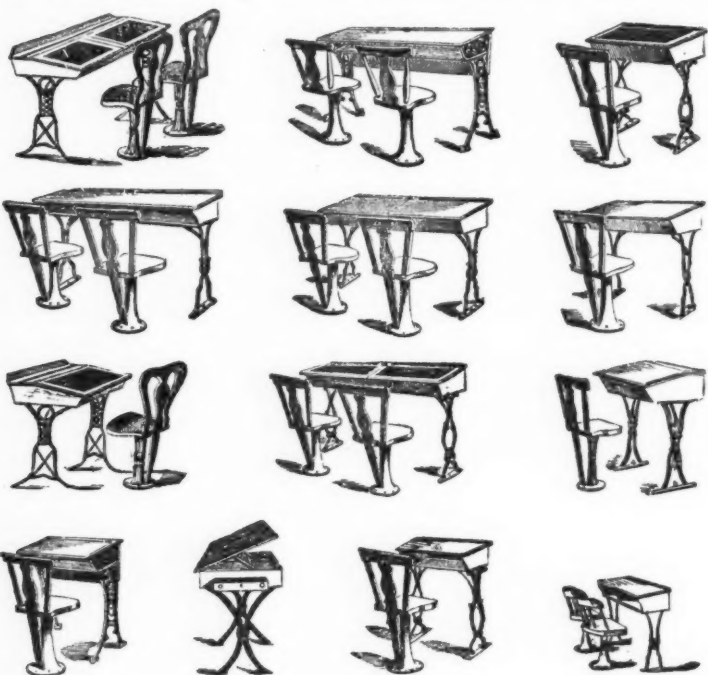
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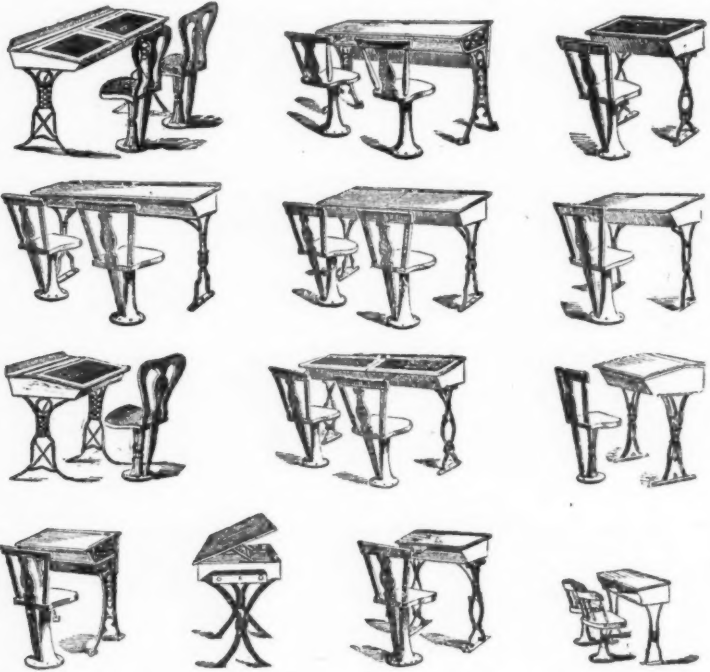
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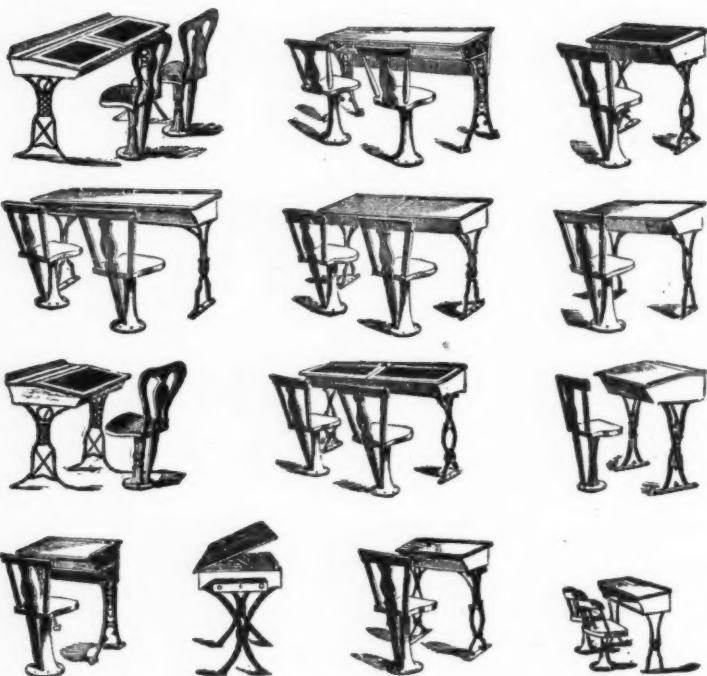
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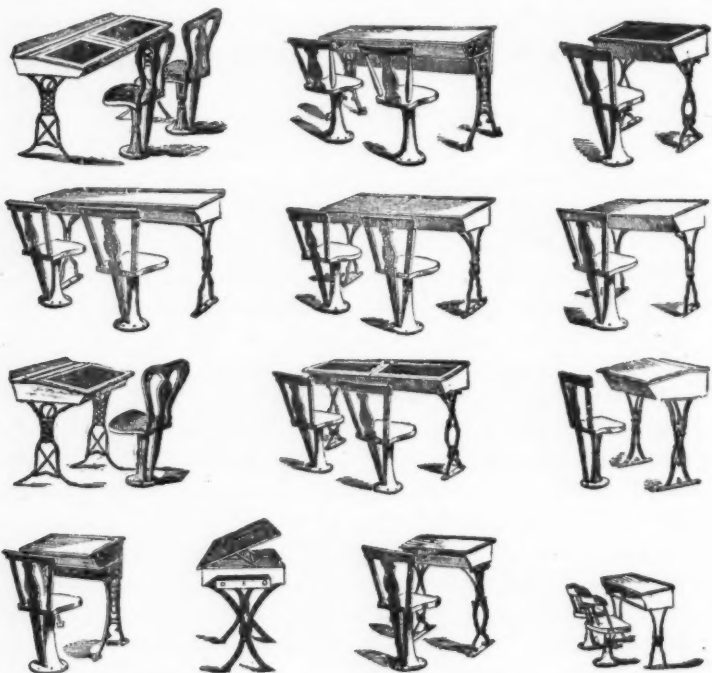
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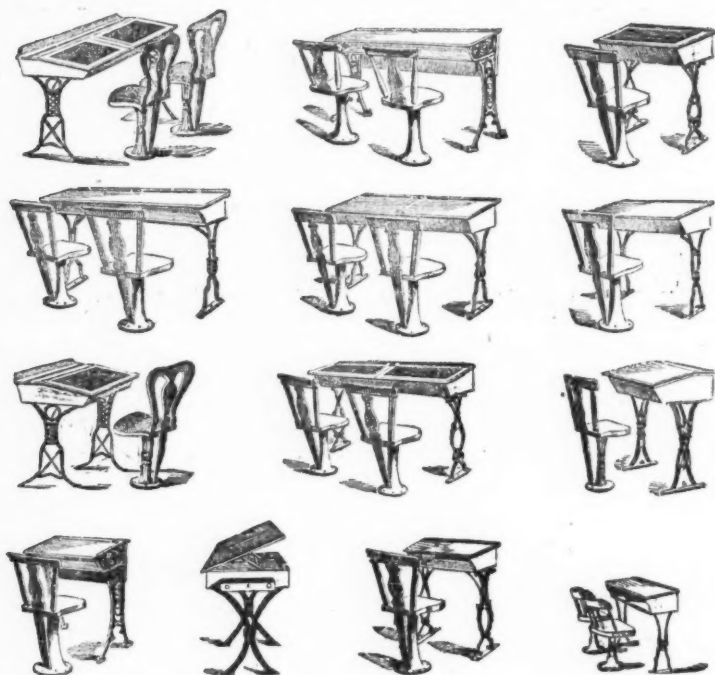
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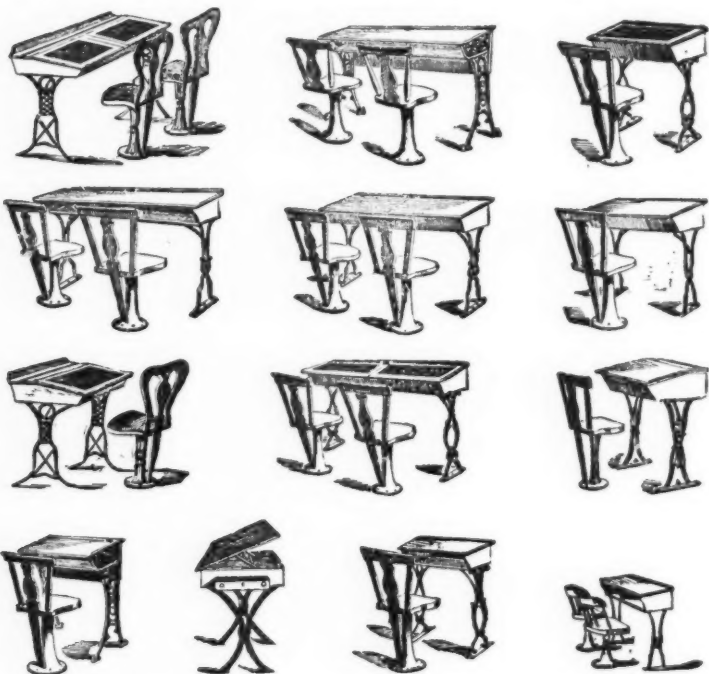
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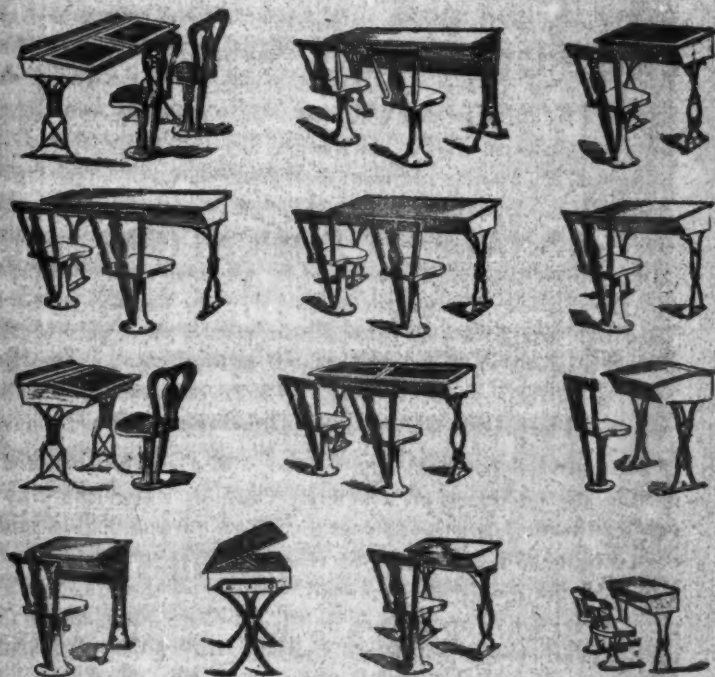
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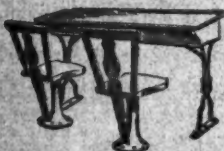
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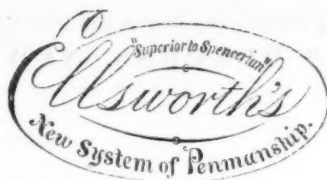
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Feb., 1864.

EATON'S ARITHMETIC.

WORCESTER, June 2, 1863.

MESSRS. TAGGARD & THOMPSON:

We cheerfully give you the facts concerning the recent adoption of EATON'S SERIES of ARITHMETICS in this City in place of GREENLEAF'S.

Having been for some time dissatisfied with GREENLEAF'S books, introduced into our schools four years ago, we recently gave the subject our careful examination, and unanimously agreed to recommend EATON'S SERIES, embracing COLBURN'S MENTAL.

Not only was this without the solicitation of yourselves, your agents, or friends, but entirely without the knowledge of any person beyond our own body. For we particularly desired to avoid all outside pressure from publishers, and to judge the books purely by their merits. The first intimation you could have received of our proposed change was when we asked your terms, after our decision was formed.

The usual notice was duly and openly given at a regular meeting of the Board in April: and one month later, at the regular meeting in May, with an uncommonly full attendance, the substitution of EATON for GREENLEAF was voted without a single dissenting voice.

Very respectfully yours,

for the Text-Book Committee,

RUSH R. SHIPPEN, CHAIRMAN.

JOS. D. DANIELS.

JOHN FIRTH.

ABRAHAM FIRTH.

J. D. E. JONES, SUPT.

To Messrs. TAGGARD & THOMPSON,

29 Cornhill, Boston.

Feb., 1864.

IMPORTANT LITERARY ANNOUNCEMENT.

CROSBY AND NICHOLS

RESPECTFULLY ANNOUNCE THAT

THE NORTH AMERICAN REVIEW,

Which has for the last ten years been so ably conducted by Dr. Peabody, passes now into the editorial charge of

PROF. JAMES RUSSELL LOWELL,

AND

CHARLES ELIOT NORTON, ESQ.,

gentlemen who, for sound and elegant scholarship, have achieved an enviable reputation, both in this country and in Europe, and whose taste, education, and experience, thorough loyalty and sympathy with the progressive element of the times, eminently qualify them for the position they have assumed.

"THE NORTH AMERICAN REVIEW" is too well known to the literary world to require an extended notice.

The ablest and most permanent publication of the kind in America, (see Appleton's Cyclopedia,) it has through all the changes of management sustained its high position as the leading review of this country, and as an able representative of American mind. Constantly maintaining a high character both for style and critical ability, its influence has been widely felt, and has largely contributed to make American literature what it is.

From its commencement it has enlisted the pens of our ablest writers. Its list of editors and contributors includes nearly all our most distinguished authors, and some of our greatest statesmen and jurists, and the reputation of our best known essayists and reviewers are mainly founded upon their contributions to its pages.

"THE NORTH AMERICAN REVIEW" will maintain in the hands of its new editors its established reputation for independent criticism, and for well-considered opinions in politics and literature.

In discussing political and social questions, the spirit of the Review will be thoroughly national and loyal. It will defend and illustrate the distinctive principles on which the institutions of America are founded.

In literature it will avail itself of the best material of thought and scholarship which the country can supply.

In its criticism it will have no ends to serve but those of sound learning and good morals.

Bound by strong associations to the past, in sympathy with the present, hopeful for the future, the Review will do its part in the intellectual movement of the times.

"THE NORTH AMERICAN REVIEW" is published quarterly on the first days of January, April, July, and October, in numbers of about three hundred pages each, containing matter equal to four ordinary octavo volumes.

TERMS.—Five dollars a year, or one dollar and twenty five cents per number.

..* A new volume of the Review commences with the January number, and the publishers trust that the increased expenditures consequent upon the changes proposed in the future conduct of the work will be met by a generous increase of the patronage of the public.

CROSBY & NICHOLS, *Publishers,*

117 Washington Street, Boston.

Feb., 1864.

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Hos. DAVID N. CAMP, Supt. of Schools, Connecticut "

"The entire set, enriched by large additions from modern authors in the later volumes, is an excellent one for general use in academies or private schools. The editor has not only made careful and judicious selections, but has brought to his task a large degree of sympathy with the wants of pupils, which enables him to set forth the essential rules of elocution in a simple and attractive form. He would be but a poor scholar who should fail to understand lessons so plainly given."—[N. Y. Evening Post.

"The high literary cultivation and excellent taste of the compiler have left their impress on every page of the selections. These have been made from authors of signal merit, and embrace many of the finest specimens among the masterpieces of English composition. They are accompanied by biographical and critical notes of great value by the compiler, and an introductory treatise on Elocution by Prof. Bailey of Yale College. The habitual use of this series as a reading-book would be almost an education in itself. It initiates the young pupil into the healthiest and sweetest literature, gives him a tempting foretaste of the treasures contained in books, makes him familiar with the style of the greatest authors, and encircles him with an atmosphere of fragrant thoughts and high sentiments. We trust these admirable class-books will not escape the notice of teachers among ourselves, though published in another city, as, without unhandsome comparison, they have been rarely if ever equaled by popular selections."—[New York Tribune.

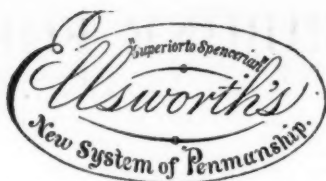
"The entire set is pure in its morals and American in its character,"—Christian Advocate and Journal, New York.

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THE TRIBUNE FOR 1864.

PROSPECTUS.

THE NEW YORK TRIBUNE, first issued April 10, 1841, has to day a larger aggregate circulation than any other newspaper published in America, or (we believe) in the world. Compelled a year since to increase the price of its several issues, or submit to the pecuniary ruin of its proprietors from the very magnitude of its circulation, it has probably since parted with some patrons to whom its remarkable cheapness was a controlling recommendation; but others have taken their places, and it has now more than Two Hundred Thousand subscribers and regular purchasers,—an excess of at least fifty thousand over those of any rival. And this unprecedented currency it has achieved by very liberal expenditures in procuring early and authentic intelligence, by the fearless expression of convictions, by the free employment of ability and industry wherever it might contribute to excellence in any department of our enterprise, and by unshrinking fidelity to the dictates of Justice, Humanity, and Freedom.

By very large outlays for early and authentic advices by telegraph and otherwise from its own correspondents with the various armies of the Union, and by special efforts to furnish such information respecting Markets, Crops, new discoveries or improvements in Agriculture, &c., as must specially interest farmers, we have assiduously labored to make a journal calculated to meet the wants and subserve the interests of the Producing Classes. That end we have at least measurably attained; for no other newspaper exists in America or Europe which is habitually read by nearly so many farmers and their families as is THE TRIBUNE to-day. We shall labor to increase both the number and the satisfaction of this by far the most numerous class of its patrons.

Arduently desiring and striving for the early and enduring adjustment of our National distractions, THE TRIBUNE leaves the time, the nature and the conditions of that adjustment implicitly to those lawfully in authority, confiding in their wisdom and patriotism, anxious to aid them to the utmost in their arduous responsibilities and not to embarrass them even by possibility. Firmly believing in the Apostolic rule—"First pure, then peaceable,"—holding that the total and final extirpation of Slavery is the true and only absolute cure for our National ills,—that any expedient that stops short of this can have but a transient and illusory success,—we yet propound no theory of "reconstruction," and indorse none that has been propounded by another—neither Sumner's, nor Whiting's, nor any of the various Copperhead devices for achieving "Peace" by surrendering the Republic into the power of its traitorous foes,—but, exhorting the American People to have faith in their Government, to re-enforce their armies and replenish their treasury, we believe that, if they but do their duty, a benign Providence will in due time bring this fearful struggle to such a close as will best subserve the true greatness of our country and the permanent well-being of mankind.

We respectfully solicit the subscriptions and active exertions of our friends, and of all whose views and convictions accord substantially with ours.

NEW YORK, Sept. 10, 1863.

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Single Copy, - - - 3 cents. | Mail Subscribers, one year, (311 issues,) \$8.00
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An extra copy will be sent to any person who sends us a club of twenty and over.
THE SEMI-WEEKLY TRIBUNE is sent to Clergymen for \$2.25.

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Twenty Copies, to one address, one year, \$25, and any larger number at same price. An extra copy will be sent to clubs of twenty. Any person who sends us a club of thirty or over, shall receive THE SEMI-WEEKLY TRIBUNE gratis.

To any person who sends us a club of fifty or over, THE DAILY TRIBUNE will be sent without charge.

THE WEEKLY TRIBUNE is sent to Clergymen for \$1.25.

The Post Offices where full Clubs can not be formed either for THE SEMI-WEEKLY or WEEKLY TRIBUNE, subscribers to the two editions can unite at Club prices, should the total number of subscribers come within our Rule. Address

March, 1864.

THE TRIBUNE, Tribune Buildings, New York.

Teachers and School Visitors,

Before deciding upon the text-books on the subject of English Grammar to be used in the schools under their charge,
are requested to examine

GREENE'S IMPROVED GRAMMARS.

The new and improved books, forming a complete series, are:

GREENE'S INTRODUCTION TO ENGLISH GRAMMAR,

AND

GREENE'S ENGLISH GRAMMAR.

These Grammars were prepared by Prof. S. S. Greene, of Brown University. They are the result of a long and careful study of the language itself, as well as of the best methods of teaching it. The system by which the principles of the language are here exhibited, is simple and easy of attainment, differing in many essential particulars from that of any other author.

Prof. Greene's connection with Public Schools, Normal Schools, and Teachers' Institutes, has given him peculiar facilities for adapting text-books to the wants of the different grades of schools, and his success is best manifested by the great and permanent popularity which his books have attained. His previous works have been long and favorably known to teachers and other friends of Education, and are extensively used in the better class of schools throughout the United States. He has prepared these last works after *twelve years' additional experience*, and it is believed that they are better suited to the wants of pupils and teachers, than any similar works now before the public.

Though so recently issued, these new books are already used in fourteen cities and hundreds of important towns in New England alone. A large majority of the leading teachers in the country have given their testimony in their favor.

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Copies of either of the above books will be furnished for examination with reference to introduction, on application to

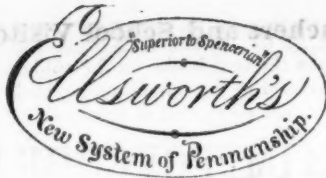
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AN EMINENT TEACHER,

IN BARNARD'S JOURNAL OF EDUCATION, SAYS:

"Men may live and thrive, occupy responsible and useful positions in society, serve their fellow-men, become good patriots, philanthropists, and Christians, and know little or nothing of geometry or physiology, but to write illegibly or badly, is almost to forfeit one's respectability."

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STANDS PRE-EMINENT ABOVE ALL OTHERS.

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*Originality, Simplicity, and Mathematical
Exactness and Beauty,*

*Expressly adapted to the Schools of the United States, and comprehending every
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PRIOR IN POINT OF TIME—It has led all others, and dates its existence, in Copy-Book form, YEARS before any other now known.

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FOR TEACHING THE PUPIL THE PROPER SLOPE IN WRITING.

This consists of a page of the size of the Copy Books, with heavy black lines running obliquely. Scholars are guided and trained in the true slope by the lines showing through the page, and they are thus enabled to direct their attention more entirely to form and movement.

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Specimens sent by mail, postpaid, on receipt of 10 cents for Copy Books: 20 cents for a Tablet, and printed prices for Manual and Book-keeping.

Order specimens from the Publishers, Boston.

3. NATIONAL WRITING TABLETS.

A SERIES OF EIGHT TABLETS, of large size, displaying, as on the Blackboard, the Elements and Principles of the Letters; the union of the Elements forming the Principles; the union of the Principles forming the Letters; Analysis of Small Letters and Capitals; Formation, Proportion, and Slope of Letters; with Exercises for Drill. By means of these the Teacher is enabled to place perfect models before the whole class. Price, \$3.00, mounted; \$1.50, sheets, of a size to be seen across the school room.

The fac-simile below, reduced from the original, will give an idea of the style in which the Tablets are produced:

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Theory and Art of Penmanship: A Manual for Teachers, containing a full statement of PAYSON, DUNTON & SCRIBNER'S celebrated Method of Teaching; including Class-Drill, Writing in Concert, Criticism and Correction of Errors, Hints towards Awakening Interest, &c. Together with a complete Analysis and Synthesis of Script Letters, as Developed in their Series of Writing-books. Illustrated with Engravings. 16mo. PRICE, \$1.00.

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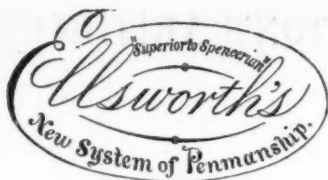
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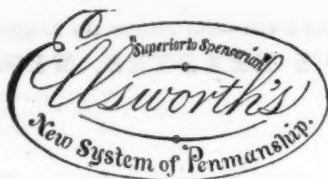
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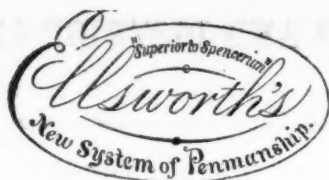
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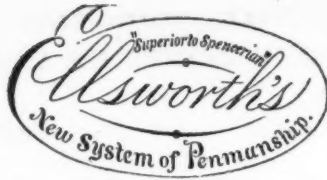
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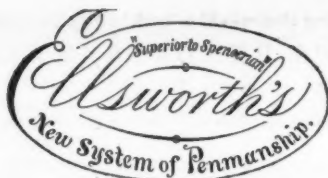
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